

# CRD 156 – Community Economic Development (Winter 2019)

Department of Human Ecology - University of California, Davis

Lectures: Tuesdays & Thursdays 4:10-6:00, 106 Olson

Labs: Friday, 2020 Science Laboratory Building

A01: 9:00-10:50    A02: 1:10-3:00

**Instructor:** Dr. Noli Brazil

**Office:** 2325 Hart Hall

**Email:** [nbrazil@ucdavis.edu](mailto:nbrazil@ucdavis.edu)

**Office Hours:** Thursday: 1:00-3:00.

Please sign up for office hours here <https://www.wejoinin.com/sheets/eqmhu>. Out of courtesy to other students, please do not sign up for more than two 15-minute blocks. If you do, I will keep only the first two blocks.

**Graduate Instructors:** Siya Qi: [siyqi@ucdavis.edu](mailto:siyqi@ucdavis.edu)

Office Hours: TBD

## Class Overview

Community economic development (CED) is the process by which members of a community, working with one another through community-based organizations and with other supporters, private and public, improve their economic well-being, increase their control over their economic lives, and build community power and decision-making.

This course introduces students to the theory and practice of CED. The first section of the course sets the context for CED, including its historical basis, core principles, stakeholders, strategies and projects. We will go through the what, where, who, and how of CED. The second section of the course provides a deeper introduction to specific strategies in business, workforce, locality, and housing development. Although theory will be presented throughout the quarter, the focus will be on application, including an introduction to the data, tools, and methods used in CED assessment, implementation, and evaluation.

## Course Objectives

1. Understand CED theory, goals, strategies, organization, and issues.
2. Develop skills and learn tools for community economic analysis and planning, which includes.
  - a. Finding sociodemographic, socioeconomic, industry, and policy data online.
  - b. Analyzing data to measure community social and economic health
  - c. Presenting data in concise, visually compelling ways.
3. Apply these skills and this knowledge to the analysis and evaluation of CED opportunities in specific locations.
4. Develop a CED plan for a client drawing on theory, data analysis, and qualitative information.

## Course Format

The course is organized into four broad phases. A detailed outline of the course is provided in the section Course Agenda.

1. *What is CED?* Introduction to the theoretical and methodological framework underlying Community Economic Development.
2. *Where is CED?* Empirical framework for assessing your community's social and economic health and well-being.
3. *Who is CED?* Community Economic Development institutions and how CED gets financed.
4. *How CED?* The standard and nonstandard strategies in CED.

### *Lecture*

The Tuesday/Thursday classes will be a combination of lecture, examples covering the week's substantive topics, and guest speakers providing CED examples from the real world.

### *Lab*

The Friday lab will provide hands on practice using real data. Most labs will provide guides offering step-by-step instructions on executing specific tasks using an online tool or software program. Some labs will be devoted to conducting community outreach for your final project. A few labs will also be devoted to working with group members on your community assessments and final project. Although we will go through methods in the lecture, lab is where you will have the opportunity to apply tools and concepts from class using real data.

## Course Readings

Required reading material is composed of a combination of the following

1. (L&B) Nancey Green Leigh & Edward Blakely (2017). *Planning Local Economic Development: Theory and Practice*. Sixth Edition. Thousand Oaks, CA: SAGE.
2. (P&P) Rhonda Phillips & Robert Pittman (2014). *An Introduction to Community Development*. Second Edition. New York, NY: Routledge

The majority of readings will draw from chapters in L&B and P&P. I will provide scanned chapters as pdfs on Canvas. A hard copy of the books can be purchased through your favorite online book vendor.

3. Journal articles, research reports, online articles, podcasts, videos, and book chapters.

These are available on Canvas or online.

## Course Grading

- Assignments
  - Group community assessments (3 x 10%) 30%
  - Individual CED plan case study (1 x 10%) 10%
- Individual quizzes (3 x 10%) 30%
- Group final project 20%
- Guest speaker reflections 5%
- Class participation 5%

### *Final group project*

The main course assignments are organized around an applied community economic development project. The project is designed to give students experience in applying the knowledge learned in class to a practical application. The overall goal of the project is to develop community economic development recommendations for a real client. You will work in groups of 2 or 3 students (depending on total enrollment) to develop your recommendations. The client your group will be working with is based on the lab section you are enrolled in:

- Lab A01 (9:00-10:50 am): Franklin Neighborhood Development Corporation (<https://www.franklinblvddistrict.com/>)
- Lab A02 (1:10-3:00 pm): Stockton Community Development Corporation (<https://www.stocktonblvdpartnership.org/>)

Franklin and Stockton are Community Development Corporations (CDC) located in South Sacramento. Each organization is responsible for the community and economic of a geographically defined area. Your group will need to recommend CED strategies to solve an issue specific to each CDC. A full description of the project can be found in the document *Final\_Project\_Report\_Presentation\_Guidelines.pdf* located on Canvas. Each CDC will introduce themselves sometime in the beginning of the quarter. Students will go on a field trip to take a tour of their communities in the middle of the quarter. You will also have opportunities to gather primary data on your communities. The final deliverables are a written report and a presentation to the district and the rest of the class. *Late submissions will not be accepted.*

### *Assignments*

You will be asked to complete four assignments due approximately every 2 weeks. The first three assignments will be done with your group and are tied to the class final project. They involve data collection, analysis, and assessment of your community, which includes brief write-ups of your results. The last assignment is a case study of a CED plan to be done individually. All assignments will be distributed well in advance of the due date, so no extensions will be given except for extreme situations. Late submissions will be deducted 10% per 24 hours until 72 hours after the submission due time. After 72 hours your submission will not be graded. If you cannot upload the assignment on Canvas due to technical issues, you must email it as an attachment to your assigned lab TA by the submission due time.

### *Quizzes*

There will be **4** unannounced quizzes throughout the quarter. Missed quizzes cannot be made up, but the lowest score will be dropped. Quizzes will cover **reading material** and **lecture** from the past week, including the day of the quiz. They will be short (short answer and multiple choice) and are designed to encourage you to do the readings and engage in lecture. Quizzes will test on major points of the readings and lectures (including guest speaker lectures) – they will not ask you to memorize and regurgitate obscure facts in the reading and lectures. Quizzes will be administered either at the beginning or end of the class and at any time during the quarter, including lectures with guest speakers.

### *Guest speaker reflections*

We will have a series of guest speakers coming to our class throughout the quarter. These are individuals representing organizations that do on-the-ground Community Economic Development and thus will give you a practical perspective to complement reading and lecture. After each guest speaker's talk, I will post a question/prompt (on Canvas) about their talk, which may connect with that day's readings. Please write a brief response to the question. Length: 1-2 paragraphs. You will need to write reflections for the following guest speakers:

- Thaleon Tremain, CEO and Co-Founder, Pachamama Coffee Farmers
- Katherine Valenzuela, Sacramento Community Land Trust
- Gina Lujan, Founder, Hacker Lab
- Roshaun Davis and Maritza Davis, Founders, Unseen Heroes

### *Class participation*

Lecture and lab attendance is not taken; however, excessive absences will be noted. As part of enrolling in this course, students are expected to attend all lectures and labs, read all required material, and participate in class presentations and discussions. The class is a 5-unit course – which means that the expectation is that you will spend 15 hours a week on this course, including both in-class and out-of-class activities. Students are also expected to complete all readings to effectively participate.

Simply completing the course requirements does not entitle a student to a grade of A or B. "A" grades are earned for exceptional work. Requests for reconsideration of grades will be accepted only in writing with a clear statement of what the student believes has been mis-graded within one week of receiving the graded material. Please submit your original full assignment along with your request for grade reconsideration. *Important: In reviewing the requested assignment for grade reconsideration, grades may be revised up or down depending upon the reassessment of the graded material.*

### **Course Communication**

Please visit office hours with any questions or issues about the material or the course itself before it is too late (i.e., the day before an assignment is due). Please begin the subject line for all emails with "CRD 156:", and maintain professional email etiquette. Email responses may take a couple days, and email will not be checked regularly during evenings and weekends. In general, any question or concern requiring a reply longer

than two sentences is best discussed in office hours. Please double check the syllabus and relevant course documents for answers to course questions

## **Code of Conduct**

**Academic Misconduct:** Plagiarism and other forms of academic dishonesty will not be tolerated and will have serious consequences. All completed assignments must be original work. If you plagiarize, you will receive a zero on the assignment and suffer disciplinary action. Examples of plagiarism include copying or paraphrasing the work of another person without citing the source, or allowing another person to copy your work. If you are not sure whether something is plagiarism or are unfamiliar with the University Code of Academic Conduct, see <http://sja.ucdavis.edu/cac.html>. Students who cheat or plagiarize will be reported to the Office of Student Support and Judicial Affairs. Those who violate campus rules on academic misconduct are subject to disciplinary sanctions, including suspension and dismissal from the University. Ignorance of these rules is no defense!

**Special Circumstances:** Students requiring special accommodations (e.g., disabilities, religious holidays) should notify the instructor by end of the first week so appropriate arrangements can be made. Students sometimes experience personal problems during the term that interfere with their learning. If this happens to you, please meet with an instructor as soon as possible to discuss appropriate resources and develop a plan for managing your coursework.

**Helpful Resources:** Student Health and Counseling Services (SHCS): General information at 752-2300 ([shcs.ucdavis.edu](http://shcs.ucdavis.edu)); Counseling Services at **219 North Hall** ([shcs.ucdavis.edu/services/counseling.html](http://shcs.ucdavis.edu/services/counseling.html)); For urgent needs you can call 752-2349 or walk in to speak with an **advice/triage nurse**. For confidential Advice Nurse services when SHCS is closed, students can call the Student Health Advice Nurse at 752-2349. The nurse will discuss your concerns and help you make informed decisions about your health.

**Student Academic Success Center:** Services provided in 111 South Hall (752-4475), 2205 Dutton Hall (752-2013), and Educational Opportunity Program building (752-9366). Academic advising, tutoring, workshops, mentorship, proofreading, and other resources found at <http://success.ucdavis.edu/index.html>.

## Course Agenda

The schedule is subject to revision throughout the quarter.

<b>Week 1      What: Defining Community Economic Development (CED)</b>	
<b>Lecture</b>	We will define CED and discuss its fundamental principles.
<b>Lab</b>	Introduction to PolicyMap. Form project groups.
<b>Readings</b>	<ul style="list-style-type: none"> <li>Phillips &amp; Pittman. Ch. 1. A framework for community and economic development.</li> <li>Handout: The Economics of Community Economic Development</li> </ul>
<b>Week 2      Where: Assessing the Community</b>	
<b>Lecture</b>	<p><u>Tuesday:</u> Introduction to project community organizations.</p> <ul style="list-style-type: none"> <li>Guest speaker: Angelina Rahimi, Community Development Director, Franklin Neighborhood Development Corporation</li> <li>Guest speaker: Lisa Cordell, Executive Director, Stockton Community Development Corporation</li> </ul> <p><u>Thursday:</u> We will discuss secondary and primary data methods and rationale for community assessments.</p> <ul style="list-style-type: none"> <li>Guest speaker: Brian Bishop, GIS Specialist, Franklin Neighborhood Development Corporation</li> </ul>
<b>Lab</b>	Creating tables and charts in Excel. Submit group names and members.
<b>Readings</b>	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> <li>Tony Robinson. (1996). Inner-city Innovator: The Non-profit Community Development Corporation.</li> </ul> <p><u>Thursday:</u></p> <ul style="list-style-type: none"> <li>Leigh &amp; Blakely. Ch. 6. Pp 157-175. Introduction to Analytical Methods for Local Economic Development Planning.</li> <li>(skim) Central Market/Tenderloin Strategy: Baseline Neighborhood Conditions (2015)</li> </ul>

<b>Week 3      Who: Actors and Institutions of CED Gentrification</b>	
<b>Lecture</b>	We will take stock of the contemporary actors in CED. We will also discuss the role of gentrification in CED.
<b>Lab</b>	Community outreach: In-depth interviewing
<b>Readings</b>	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> <li>Leigh &amp; Blakely. Ch. 13, Institutional Approaches to Local Economic Development.</li> </ul> <p><u>Thursday:</u></p> <ul style="list-style-type: none"> <li>Zuk, Miriam et al. (2018). Gentrification, Displacement, and the Role of Public Investment.</li> <li><a href="#">Gentrification: What is really happening?</a> Science Vs Podcast (~30 mins)</li> </ul>
<b>Week 4      Business Development, Part I</b>	
<b>Lecture</b>	<p>We will go through data and methods for conducting a business analysis of the community. We will discuss the rationale for business focused CED in revitalizing deprived communities.</p> <p><b>Assignment 1 due 1/28</b></p>
<b>Lab</b>	Introduction to OnTheMap
<b>Readings</b>	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> <li>Leigh &amp; Blakely. Ch. 6. Pp 175-193, Introduction to Analytical Methods for Local Economic Development Planning.</li> <li>Leigh &amp; Blakely. Ch. 9. Business Development.</li> </ul> <p><u>Thursday:</u></p> <ul style="list-style-type: none"> <li>Joseph Parilla &amp; Sifan Liu (2018) Examining the Local Value of Economic Development Incentives (<i>skip Appendix</i>).</li> <li>Twitter Central Market Community Benefits Agreement (pp. 5-11)</li> <li>Oscar Abello. (2017) S.F. Tax Break Tapped by Twitter Is Intended to Help Struggling Neighborhoods.</li> </ul>

<b>Week 5 Business Development, Part II</b>	
<b>Lecture</b>	<p>We will do a deep dive into two business development strategies:</p> <p><u>Tuesday</u>: Local entrepreneurship.  <u>Thursday</u>: Cooperatives.</p> <ul style="list-style-type: none"> <li>• Guest Speaker: Thaleon Tremain, CEO and Co-Founder, Pachamama Coffee Farmers (<a href="https://www.pacha.coop/">https://www.pacha.coop/</a>)</li> </ul>
<b>Lab</b>	District Tour ( <i>tentative</i> )
<b>Readings</b>	<p><u>Tuesday</u>:</p> <ul style="list-style-type: none"> <li>• John Gruidl &amp; Deborah Markley. (2014) Entrepreneurship as a community development strategy.</li> <li>• Ryan Allen &amp; Erika Busse. (2016). The social side of ethnic entrepreneur breakout: evidence from Latino immigrant business owners.</li> </ul> <p><u>Thursday</u>:</p> <ul style="list-style-type: none"> <li>• Kimberly Zeuli &amp; Jamie Radel. (2005). Cooperatives as a Community Development Strategy: Linking Theory and Practice.</li> </ul>
<b>Week 6 Workforce Development I Housing Development I</b>	
<b>Lecture</b>	<p><u>Tuesday</u>: We will discuss the importance of forging close connections between the employment needs of certain segments of the community and the job formation process.</p> <p><u>Thursday</u>: We will discuss CED strategies focusing on housing.</p> <p><b>Assignment 2 due 2/11</b></p>
<b>Lab</b>	Community outreach development/opportunity ( <i>tentative</i> )
<b>Readings</b>	<p><u>Tuesday</u>:</p> <ul style="list-style-type: none"> <li>• Leigh &amp; Blakely. Ch. 10. Human Resource Development.</li> </ul> <p><u>Thursday</u>:</p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman. Ch. 17. Housing and Community Planning.</li> <li>• The Role of Affordable Housing in Creating Jobs and Stimulating Local Economic Development: A Review of the Literature. (2011). Center for Housing Policy.</li> </ul>

Week 7 Workforce Development II Housing Development II	
Lecture	<p>We do a deep dive into two non-traditional strategies in workforce and housing development.</p> <p><u>Tuesday:</u> Community Land Trusts.</p> <ul style="list-style-type: none"> <li>• Guest Speaker: Katherine Valenzuela, Sacramento Community Land Trust (<a href="http://www.sacclt.org/">http://www.sacclt.org/</a>)</li> </ul> <p><u>Thursday:</u> Coworking Spaces.</p> <ul style="list-style-type: none"> <li>• Guest Speaker: Gina Lujan, Founder, Hacker Lab (<a href="https://hackerlab.org/en">https://hackerlab.org/en</a>)</li> </ul>
Lab	Community outreach development/opportunity ( <i>tentative</i> )
Readings	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> <li>• DeFilippis et al. (2018). W(h)ither the community in community land trusts?</li> <li>• Alana Semuels. (2015). Affordable Housing, Always.</li> </ul> <p><u>Thursday:</u></p> <ul style="list-style-type: none"> <li>• Eric Joseph van Holm. (2017). Makerspaces and Local Economic Development.</li> </ul>
Week 8 Locality Development	
Lecture	<p>We will discuss the importance of the local infrastructure, arts and culture, and the built environment in CED.</p> <p><b>Assignment 3 due 2/25</b></p>
Lab	Case study discussion
Readings	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> <li>• Leigh &amp; Blakely. Ch. 8. Locality Development.</li> </ul> <p><u>Thursday:</u></p> <ul style="list-style-type: none"> <li>• Anastasia Loukaitou-Sideris &amp; Konstantina Soureli. (2012). Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods.</li> <li>• Carl Grodach (2011). Art Spaces in Community and Economic Development: Connections to Neighborhoods, Artists, and the Cultural Economy.</li> </ul> <p><u>Assignment 4 Reading:</u> Read one of the following CED plans.</p> <ul style="list-style-type: none"> <li>• West Side/West End Community, Bridgeport, CT: Neighborhood Revitalization Zone Plan</li> <li>• Brownsville Community, New York, NY: Brownsville Works! A Strategic Economic Development Plan</li> </ul>

<b>Week 9      Anchor Institutions Social Enterprises</b>	
<b>Lecture</b>	<p>We will do a deep dive into two important non-traditional CED strategies.</p> <p><u>Tuesday:</u> Anchor Institutions/Holistic approaches  <u>Thursday:</u> Social Enterprises</p> <ul style="list-style-type: none"> <li>• Guest Speakers – Roshaun Davis and Maritza Davis, Founders, Unseen Heroes (<a href="http://www.unseen-heroes.com/">http://www.unseen-heroes.com/</a>)</li> </ul>
<b>Lab</b>	To be determined
<b>Readings</b>	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> <li>• Jim Capraro (2013). Can Successful Community Development Be Anything but Comprehensive.</li> <li>• Chris Schildt &amp; Victor Rubin (2015). Leveraging Anchor Institutions for Economic Inclusion.</li> <li>• <a href="#">University of Pennsylvania, West Philadelphia Initiative</a>. Video (~ 15 minutes).</li> </ul> <p><u>Thursday:</u></p> <ul style="list-style-type: none"> <li>• Carla Javits. <a href="#">Social Enterprise and Helping Americans Get to Work</a>. Annie E. Casey Podcast (~ 30 minutes)</li> </ul>
<b>Week 10      Financing CED Implementing CED</b>	
<b>Lecture</b>	<p>We will wrap up the course with a discussion of CED financing, implementation, limitations and challenges.</p> <p><b>Assignment 4 due 3/11</b></p>
<b>Lab</b>	Work on project
<b>Readings</b>	<p><u>Tuesday:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman. Ch. 24. Community and Economic Development Finance.</li> </ul> <p><u>Thursday:</u></p> <ul style="list-style-type: none"> <li>• No Readings!!</li> </ul>